

# Teacher's Scoring Guide



**Grade 6**  
**English/Language Arts**  
**Fall 2007**

**Indiana Statewide Testing for Educational Progress**



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## INTRODUCTION

During the fall of 2007, Indiana students in Grades 3 through 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2007 consisted of a multiple-choice section and an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and writing prompt were hand-scored.

The test results for both the multiple-choice and applied skills sections were returned to the schools in late November 2007. Copies of student responses were returned to the schools in early December 2007. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the *ISTEP+* Fall 2007 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's work.

There are two scoring guides for Grade 6, English/Language Arts and Mathematics. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 5 Indiana Academic Standards,\*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail ([istep@doe.state.in.us](mailto:istep@doe.state.in.us)) or call the Indiana Department of Education at (317) 232-9050.

\* Because *ISTEP+* is administered early in the fall, the Grade 6 test is based on the academic standards through Grade 5.

## INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

### Students

- **are given a writing prompt.**  
The prompt describes what the students should write about. For example, in Grade 6 the students were asked to write an original story about a character who finds a small box buried in the ground.
- **engage in pre-writing and drafting.**  
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**  
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**  
The focus during the editing phase is on the correct use of paragraphing, grammar, word usage, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**  
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

## RUBRICS FOR THE WRITING ASSESSMENT

**A rubric is a description of student performance that clearly articulates the requirements for each of the score points.** Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, word usage, spelling, punctuation, and capitalization. The Grades 6–8 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

## **RUBRICS FOR THE WRITING ASSESSMENT (cont.)**

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

## **SCORING NOTE FOR LANGUAGE CONVENTIONS**

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

## ENGLISH/LANGUAGE ARTS GRADE 5 INDIANA ACADEMIC STANDARDS

- ❑ **READING: Word Recognition, Fluency, and Vocabulary Development**  
Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- ❑ **READING: Comprehension**  
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.
- ❑ **READING: Literary Response and Analysis**  
Students read and respond to grade-level-appropriate historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.
- ❑ **WRITING: Process**  
Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.
- ❑ **WRITING: Applications**  
Students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—WRITING: Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.
- ❑ **WRITING: English Language Conventions**  
Students write using Standard English conventions appropriate to this grade level.
- ❑ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**  
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized, formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.  
*(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)*

**NOTE:** This page provides an overview of the Indiana Academic Standards. The IDOE Web site at [www.doe.state.in.us](http://www.doe.state.in.us) contains a complete version of the Indiana Academic Standards, which may be downloaded.

## WRITING APPLICATIONS OVERVIEW

### Grades 6–12

#### Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
<b>6</b>	<ul style="list-style-type: none"> <li>fully accomplish the task?</li> <li>include thorough, relevant, and complete ideas?</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas logically?</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>fully accomplish the task?</li> <li>include many relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas logically?</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>accomplish the task?</li> <li>include relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas logically?</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>minimally accomplish the task?</li> <li>include some relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>exhibit an attempt to organize ideas logically?</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>only partially accomplish the task?</li> <li>include few relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>exhibit a minimal attempt to organize ideas logically?</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>fail to accomplish the task?</li> <li>include very few relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas illogically?</li> </ul>

**Chart continues on page 9.**



## WRITING APPLICATIONS OVERVIEW

### Grades 6–12

Chart continued from page 8.

Score Level	Style	Voice
	Does the writing sample	Does the writing sample
<b>6</b>	<ul style="list-style-type: none"> <li>exhibit exceptional word usage?</li> <li>demonstrate exceptional writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate effective adjustment of language and tone to task and reader?</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>exhibit very good word usage?</li> <li>demonstrate very good writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate effective adjustment of language and tone to task and reader?</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>exhibit good word usage?</li> <li>demonstrate good writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>exhibit ordinary word usage?</li> <li>demonstrate average writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>exhibit minimal word usage?</li> <li>demonstrate minimal writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate language and tone that may be inappropriate to task and reader?</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>exhibit less than minimal word usage?</li> <li>demonstrate less than minimal writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate language and tone that may be inappropriate to task and reader?</li> </ul>

**NOTE:** The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

## Writing Applications Rubric Grades 6–12

### SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

#### Ideas and Content

**Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it**

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

**Does the writing sample include thorough, relevant, and complete ideas? Does it**

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

#### Organization

**Are the ideas in the writing sample organized logically? Does the writing**

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

#### Style

**Does the writing sample exhibit exceptional word usage? Does it**

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

**Does the writing sample demonstrate exceptional writing technique?**

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

**Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it**

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

<b>SCORE POINT 5</b>	
<p><b>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</b></p>	
<b>Ideas and Content</b>	
<p><b>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p><b>Does the writing sample include many relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• provide in-depth information and more than adequate supporting details that are developed?</li> <li>• explore many facets of the topic?</li> </ul>	
<b>Organization</b>	
<p><b>Are the ideas in the writing sample organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>	
<b>Style</b>	
<p><b>Does the writing sample exhibit very good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate very good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>	
<b>Voice</b>	
<p><b>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>	

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

### SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

#### Ideas and Content

**Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it**

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

**Does the writing sample include relevant ideas? Does it**

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

#### Organization

**Are the ideas in the writing sample organized logically? Does the writing**

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

#### Style

**Does the writing sample exhibit good word usage? Does it**

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

**Does the writing sample demonstrate good writing technique?**

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

**Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it**

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

<b>SCORE POINT 3</b>
<p><b>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</b></p>
<p><b>Ideas and Content</b></p> <p><b>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p><b>Does the writing sample include some relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting details?</li> <li>• explore some facets of the topic?</li> </ul>
<p><b>Organization</b></p> <p><b>Is there an attempt to logically organize ideas in the writing sample? Does the writing</b></p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>
<p><b>Style</b></p> <p><b>Does the writing sample exhibit ordinary word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate average writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul>
<p><b>Voice</b></p> <p><b>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

### SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

#### Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

#### Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

#### Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

#### Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

<b>SCORE POINT 1</b>
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<p><b>Ideas and Content</b></p> <p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> <li>• difficult for the reader to discern the main idea?</li> <li>• too brief or too repetitive to establish or maintain a focus?</li> </ul> <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> <li>• Does it include little information with few or no details or unrelated details?</li> <li>• Is it unsuccessful in attempts to explore any facets of the prompt?</li> </ul>
<p><b>Organization</b></p> <p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> <li>• Does it have only one or two of the three elements: beginning, middle, or end?</li> <li>• Is it difficult to follow, with the order possibly difficult to discern?</li> <li>• Are transitions weak or absent (e.g., without topic sentences)?</li> </ul>
<p><b>Style</b></p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary, with many words used incorrectly?</li> <li>• demonstrate minimal or less than minimal control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> <li>• lack fluency?</li> <li>• demonstrate problems with sentence patterns?</li> <li>• consist of writing that is flat and lifeless?</li> </ul>
<p><b>Voice</b></p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate difficulty in choosing an appropriate register?</li> <li>• demonstrate a lack of a sense of audience?</li> <li>• lack an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Language Conventions Rubric Grades 6–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
<b>4</b>	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> <li>• Do words have very few or no capitalization errors?</li> <li>• Do sentences have very few or no punctuation errors?</li> <li>• Do words have very few or no spelling errors?</li> <li>• Do sentences have very few or no grammar or word usage errors?</li> <li>• Writing has very few or no paragraphing errors.</li> <li>• Writing has very few or no run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit an adequate command of language skills?
<b>3</b>	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> <li>• Do words have occasional capitalization errors?</li> <li>• Do sentences have occasional punctuation errors?</li> <li>• Do words have occasional spelling errors?</li> <li>• Do sentences have occasional grammar or word usage errors?</li> <li>• Writing may have occasional paragraphing errors.</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit a minimal command of language skills?
<b>2</b>	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have frequent capitalization errors?</li> <li>• Do sentences have frequent punctuation errors?</li> <li>• Do words have frequent spelling errors?</li> <li>• Do sentences have frequent grammar or word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit a less than minimal command of language skills?
<b>1</b>	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have many capitalization errors?</li> <li>• Do sentences have many punctuation errors?</li> <li>• Do words have many spelling errors?</li> <li>• Do sentences have many grammar and word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>

**NOTE:** The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–8.



## **WRITING PROMPT AND STUDENT ANCHOR PAPERS**

The following section contains an overview of the fall 2007 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

**Writing Prompt**  
WRITING: Applications/English Language Conventions

**Pages 18 and 19 provide an overview of the parts of the writing prompt.**

**Writing Prompt**

The prompt describes what ideas students should include in their writing.

**The Box**

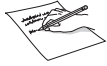
Read the writing prompt below and complete the writing activity.

Suppose you find a small box buried in the ground. What do you think the box might contain?

Write an original story about a person who finds a small box buried in the ground. Your original story should have a main character. That character could be you, someone you know, or a character you make up. In your original story, write about where the character finds the small box, what is in the box, and what happens after the character finds the box.

Be sure to include

- a main character
- where the character finds the box
- what is in the box
- what happens after the character finds the box
- details that make your original story interesting
- a beginning, a middle, and an end to your original story



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your original story on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 33, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

**NOTE:** Only your writing on the lined pages in this book will be scored.

### Pre-Writing/Planning

**NOTE:** The page reference above for the Editing Checklist refers to its location in the actual test book.

### Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**

### Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on pages 26 and 36 of the test book include the criteria by which the writing will be judged.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

### Editing Checklist

- 1 Check your capitalization and punctuation.
- 2 Spell all words correctly.
- 3 Check for sentence fragments or run-on sentences.
- 4 Keep verb tense consistent.
- 5 Make sure subject and verb agree.
- 6 Use words according to the rules of Standard English.
- 7 Remember to paragraph correctly.

### Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, spelling, punctuation, and capitalization.

## Writing Applications

### Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., creates a lively, unified piece of writing that features a narrator who finds a box with a dragon's egg inside).
- stays completely focused on the task and topic.
- includes a wealth of supporting details and descriptions to enhance the narrative (e.g., *With one swift, fluid movement, she tore the paper off to reveal a large egg; His muscles rippled as he gathered himself to spring into the air.*)
- is well organized, showing a logical progression of ideas as the narrator moves from digging in the garden at the beginning of the story, to clearly describing how surprised she was when the dragon appeared (e.g., *Sitting dazed in front of her on the rug, eyes open, body trembling, was a baby frost dragon*), to presenting an imaginative and unpredictable ending.
- includes effective vocabulary that makes the descriptions rich and the actions clear (e.g., *Puzzled, L. reached into the soft, fertile soil; Without warning he leapt through the window, wings outstretched*).
- is fluent and easy to read and exhibits varied sentence patterns, including complex sentences (e.g., *When L. reached her room, her instincts told her to lock the door.*)
- adjusts language and tone to the task and effectively uses both dialogue and imagery to advance the plot of the story.
- demonstrates a strong sense of audience and an original perspective.

**NOTE:** A Score Point 6 paper is an outstanding performance and therefore is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding paper.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has minor punctuation errors (e.g., *She waited untill [until] all was silent, [no comma] and peeked through her shaking fingers*).
- contains two spelling errors (e.g., *untill [until], definatly [definitely]*).
- has no grammar or word usage errors.
- uses paragraphs effectively.
- has one run-on sentence (e.g., *As she watched, the egg cracked, [.] a [A] map of gaps and lines spread across its surface, until, with a loud bang, the egg exploded*) and no sentence fragments.

## Original Story

Title: \_\_\_\_\_ The Box

"L., will you go dig up some carrots for me? I'm making stew," called L.'s mother, K. L. sighed and closed her book. She trudged out of the house into the chilly autumn air and walked toward the garden at the back of the yard. When she reached it, she grabbed the spade from the bottom of the tool bucket and started to dig. After a few minutes, the spade was stopped by something in the soil. Puzzled, L. reached into the soft, fertile soil. Her hand came back grasping a small box wrapped in brown paper.

L. studied the box for a moment, then turned and ran to the house, still clutching the parcel. She barreled through the door and up the stairs. When L. reached her room, her instincts told her to lock the door. She turned the package over, and realized it was unmarked very light. The girl inhaled deeply. With one swift, fluid movement, she tore the paper off to reveal a large egg. It was glowing slightly. "Oh, no," L. gasped. She recognized this egg. It was that of a frost dragon. As she watched, the egg cracked, a map of gaps and lines spread across its surface, until, with a loud bang, the egg exploded. L. shrieked in terror and covered her face. She waited until all was silent, and peeked through her shaking fingers. Sitting dazed in front of her on the rug, eyes open, body trembling, was a baby frost dragon.

There was a knock on the door. "L., baby, are you all right?" came K.'s worried voice. "Fine," L. croaked. "Fine."

All was silent. L. and the hatchling locked eyes. L. blinked. Had the baby grown? Surely not. It had only been alive for five minutes! She blinked again. He was definitely bigger now. He continued to grow until he was the size of a large horse! Without warning he leapt through the window, wings outstretched. L. yelled "Come back! Wait!" She looked out of the window to find him directly beneath the window. In her reckless hysteria, she threw herself from the window to land perfectly on his gleaming, pearly back. His muscles rippled as he gathered himself to spring into the air. As he did so, the pair of them vanished, leaving behind one small, glittering scale.

## Writing Applications

### Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- accomplishes the task (i.e., writes an original story with a main character who finds a small box that has something special inside).
- stays focused on the task and topic.
- includes relevant details that contribute to the purpose of the story (e.g., *She started digging again to plant a tulip [,] but instead her shovel hit something fairly hard*).
- is organized in a logical sequence, although the middle of the story is short in comparison to the lengthy beginning paragraphs.
- includes vocabulary that makes the main character's actions clear (e.g., *She took a crocus bulb, laid it in the ground, covered it with soil, and then watered it*), although the introduction includes some general descriptions that have little to do with the plot.
- is easy to read and exhibits varied sentence patterns (e.g., *The sun was shining, the birds were singing, and there was often a slight breeze; S. found her mom in the laundry room pouring detergent into the washer*).
- demonstrates the use of writers' techniques through imagery and dialogue (e.g., *"Can you plant some flowers out back. [?] I feel so busy today. Come on [,] I'll show you where I want them."*).
- maintains a lively tone appropriate to the task and audience (e.g., *"You'll never guess what I found!" S. said [,] opening the box*).

**NOTE:** A Score Point 5 paper may have many of the same characteristics found in a Score Point 6 paper. The difference is that a Score Point 5 paper is very good, while a Score Point 6 paper is exceptional.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a capitalization error (e.g., *"Hi mom," ["Hi, Mom,"] S. said [,] smiling*).
- has several punctuation errors, although some seem to be of the first-draft variety\* (e.g., *"Can you plant some flowers out back. [?] Come on [,] I'll show you where I want them; S. pictured what her mom's garden would look like when the flowers would bloom [.] ; "What's wrong, [?]" S.'s mom answered*).
- contains a few spelling errors (e.g., *recess [recess], lilly [lily], forgon [forgotten], neclace [necklace]*).
- has some grammar and word usage errors, although many are of the first-draft variety (e.g., *It was [a] wonderful day; So after some thought [,] S. open [opened] it; "Happy birthday [,] darling!" her [mom] said*).
- uses paragraphing effectively, especially with dialogue.
- has no run-on sentences and no sentence fragments.

\*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

**NOTE:** In holistic scoring, the reader gives the paper the score point that best describes the **overall** performance. Because length and complexity of essays vary, the number of errors within a given score point may vary. We do not want to penalize the student who writes longer essays. For this reason, a Score Point 4 paper may have errors; however, the overall performance demonstrates a **good** command of English skills.

## Original Story

Title: \_\_\_\_\_ The Perfect Gift

Little S. W. was walking home from school. It was just like any other day. Her teachers were kind as usual. She played with her friends at recess, and like always had home work.

S. walked into the door of her house, and her mom, like always, was there to greet her. S. gave her mom a hug. "Hi mom," S. said smiling.

"Hello dear. How was your day at school?" S.'s mom said.

"Fine, I guess," said S

"Well good. Can I ask you a favor?" her mom asked.

"Sure," said S.

"Can you plant some flowers out back. I feel so busy today. Come on I'll show you where I want them."

So S. followed her mom into the garden in the back yard. S.'s mom showed S. where she wanted the flowers, and the S. got to work.

It was wonderful day outside. The sun was shining, the birds were singing, and there was often a slight breeze S. took the tulip bulbs, lilly seeds, crocus bulbs out of the plastic bag her mom had given her. She then started digging where her mom wanted the flowers. She took a crocus bulb, laid it in the ground, covered it with soil, and then watered it. S. pictured what her mom's garden would look like when the flowers would bloom She started digging again to plant a tulip but instead her shovel hit something fairly hard. She looked down into the ground. There was a box in her way. She picked it up and wondered if she should open it. S. was longing to see what was inside. So after some thought S. open it. Inside was a beautiful gold locket. On the heart shaped locket the word "S." was engraved. S. ran inside to show her mom what she had found

S. found her mom in the laundry room pouring detergent into the washer. "There you are," I said.

"What's wrong," S.'s mom answered.

"You'll never guess what I found!" S. said opening the box.

"Happy birthday darling!" her said.

S. had totally forgot it was her birthday

"This is from you?" S. asked smiling.

"Yes dear," S.'s mom said.

S. put on the necklace and embraced her mom with a huge hug and a kiss on the cheek.

## Writing Applications

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task (i.e., writes a somewhat humorous story about a character who finds a small box with a little robot inside).
- stays focused on the task and topic.
- includes sufficient information and supporting details to tell the story. However, the writing is simplistic, and ideas could be more fully developed (e.g., *In this box I found something really neat. I found a little robot and a note; The robot was tiny but it could do many things*).
- organizes ideas adequately with a clear middle and ending although the beginning is simplistic and brief (e.g., *I once found a small box. The box was about 4 centimeters high, 4 centimeters long, and 4 centimeters wide*).
- demonstrates control of basic vocabulary, but the writing lacks specificity and imagery (e.g., *Roby was awesome. He could do almost any thing [anything] I could do*).
- is sufficiently fluent and has some sentence variation, including complex sentences (e.g., *My mom didn't care if I kept him as long as he didn't destroy anything*).
- demonstrates a sense of audience and attempts to develop an original perspective.

**NOTE:** A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 from Score Point 6 and Score Point 5 papers is the number of ideas and the development of these ideas.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one capitalization error (e.g., *Find [find]*).
- has some punctuation errors (e.g., *Maybe I will Find [find] it someday [,] and he can start helping me again. Until then [,] I will just have to try my hardest*).
- has some spelling errors (e.g., *home work [homework], any one [anyone], any thing [anything], definately [definitely], attatched [attached]*).
- contains no grammar or word usage errors.
- demonstrates adequate paragraphing.
- has no run-on sentences or sentence fragments.



## Original Story

Title: \_\_\_\_\_ The Small Box \_\_\_\_\_

I once found a small box. This box was about 4 centimeters high, 4 centimeters long, and 4 centimeters wide. I was kind of a tan box. I found this box under a maple tree in the park.

In this box I found something really neat. I found a little robot and a note. On the note in black writing it said Take Care Of Roby. The robot was tiny but it could do many things. It was smart enough to do my home work. He was strong enough that he could seriously hurt any one who attacked him. Roby was awesome. He could do almost any thing I could do.

I took Roby home and told my mom that I was going to keep him. My mom didn't care if I kept him as long as he didn't destroy anything. Roby helped me with my homework every night. I ended up with straight As that year and the years after. Having Roby around definately wasn't a bad thing.

I became really attatched to Roby. He was one of the best things that had ever happened to me. I loved Roby. Until this day I still have him even though he is dead and I can't seem to find his charger. Maybe I will Find it someday and he can start helping me again. Until then I will just have to try my hardest.

## Writing Applications

### Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., tells a story about two friends who find a box with letters inside), but the story lacks plot development.
- stays somewhat focused on the task.
- provides a few supporting details about the box itself (e.g., *it [It] was locked shut so they couldn't open it; inside they're [there] were letters*) but few details about the characters or setting.
- attempts to organize ideas with a beginning, a middle, and an ending. However, the middle lacks development, and the ending is weak (e.g., *So now when you go to the museum you see them [it]*).
- uses basic vocabulary (e.g., *One day a girl named S. went for a walk in the park; So they when [went] home and got their shovels*).
- is easy to read and attempts to use dialogue (e.g., *"Lets [Let's] dig for burried [buried] treasure". [.]*).
- demonstrates some sense of audience.

**NOTE:** The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows minimal development of ideas.

## Language Conventions

### Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors, except in the case of the run-on sentences cited below.
- has some punctuation errors (e.g., *"Lets [Let's] dig for burried [buried] treasure". [.]*; *They dug 3 more hours and found they [the] key opened the lock [,] and inside they're [there] were letters*) that are not associated with the run-on sentences cited below.
- has some spelling errors (e.g., *burried [buried]*, *when [went]*, *casple [capsule]*).
- has a few grammar and word usage errors (e.g., *they're [there] were letters*; *So now when you go to the museum [,] you see them [it]*).
- makes no attempt to paragraph.
- contains two run-on sentences (e.g., *They came back and dug for about 3 hours [.] they [They] found mostly bottle caps. But they found this box [.] it [It] was locked shut so they couldn't open it*) but no sentence fragments.

**NOTE:** In a Score Point 3 paper, errors do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.

## Original Story

Title: \_\_\_\_\_ The Box \_\_\_\_\_

One day a girl named S. went for a walk in the park. She was playing pirates with her friend, J. Then S. said, "Lets dig for burried treasure". So they when home and got their shovels. They came back and dug for about 3 hours they found mostly bottle caps. But they found this box it was locked shut so they couldn't open it. So they kept digging so they could find the key maybe. They dug 3 more hours and found they key opened the lock and inside they're were letters. They think someone burried it because they were leaving or something. When S. and J. took it to the museum they said it was a time casple. So now when you go to the museum you see them.

## Writing Applications

### Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- partially accomplishes the task (i.e., begins to tell a story about two friends who find a box with money inside but does not develop the main idea).
- is too limited to display focus.
- includes few details and makes little effort to develop a plot or characterization.
- makes a minimal attempt to organize with a simplistic beginning (e.g., *One day me and my friend was* [my friend and I were] *digging a hole* [a hole]) but has little support and a very weak ending.
- employs a very limited vocabulary (e.g., *lots and lots of money; so we can* [could] *have money to Buy* [buy] *a car*).
- demonstrates minimal skill with writing technique.
- lacks an original perspective.

**NOTE:** On the positive side, the Score Point 2 paper communicates some ideas. However, the overall lack of writing skills limits the writer's ability to communicate these ideas effectively.

## Language Conventions

### Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has some capitalization errors (e.g., *Back yard* [backyard], *Box* [box], *Buy* [buy]).
- uses no punctuation.
- has several spelling errors (e.g., *spilt* [split], *halfe* [half], *Bothe* [bought]).
- contains errors in grammar and word usage (e.g., *One day me and my friend was* [my friend and I were] *digging a hole* [a hole] *in are* [our] *Back yard* [backyard]; *so we can* [could] *have money*).
- makes no attempt to paragraph.
- consists of one, long run-on sentence.

### Original Story

Title: \_\_\_\_\_ The Box \_\_\_\_\_

One day me and my friend was digging a hole in are Back yard and we found a Box  
with lots and lots of money then we had spilt the money halfe and half so we can  
have money to Buy a car together I Bothe a Ladatoe she Bothe a Mrsaddies and  
that was that the  
end

## Writing Applications

### Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- fails to accomplish the task (i.e., mentions a box but does not tell a story about finding it or describe what is inside the box).
- expresses no main idea, provides few relevant details, and does not explore any facets of the prompt.
- consists of three short sentences that might appear in the middle of a story but has no clear beginning or ending.
- uses rudimentary vocabulary (e.g., *The box is a sqaure [square] and you puti [put] things in it*).
- demonstrates less than minimal writing technique.
- does not display a sense of audience.

**NOTE:** Although Score Point 1 is the lowest score point, the paper attempts some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

## Language Conventions

### Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- contains errors in punctuation (e.g., *Its mad [It's made] of cordord [cardboard,] and that is a box [.]*).
- has several spelling errors (e.g., *sqaure [square], puti [put], us [use], storasj [storage], mad [made], cordord [cardboard]*).
- contains errors in grammar and word usage (e.g., *you puti [put] things in it and us [use it] for moving*).
- shows no evidence of paragraphing.
- has no run-on sentences but does contain a sentence fragment (e.g., *put things in storasj [storage]*).

### Original Story

Title: \_\_\_\_\_ The box \_\_\_\_\_

The box is a sqaure and you puti things in it and us for moving. put things in  
storasj. Its mad of cordord and that is a box

## INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, spelling, punctuation, and capitalization. Students may receive a maximum of four points.

## **INTRODUCTION TO READING/WRITING TASKS (cont.)**

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 5 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.



## Test 4: English/Language Arts

For Test 4, you will read a story and an article. You will answer questions based on each passage. Then you will write a persuasive essay on a related topic.

First you will read “Both Sides of the Fence,” a story about two neighbors. Read the story and do Numbers 1 through 6. You may look back at the story as often as you like.

### Pre-Reading

The reading passages are preceded by an introduction that helps the student to focus on the upcoming task.

Following the introduction, the student reads “Both Sides of the Fence” and “Animal Bites.” A copy of these passages accompanies the student’s responses to the applied skills section.

### Test 4—Question 1

#### READING: Literary Response and Analysis

- 1** Where would this story MOST LIKELY be found?
- ☐ in a book of poetry
  - ☒ in a book of folktales
  - ☐ in a gardening book
  - ☐ in a mystery book

**Test 4—Question 2**  
**READING: Literary Response and Analysis**

**2** Read this statement from the story.

**His neighbor, Juan, had little or nothing, except his family and his good nature.**

The author makes this statement about Juan to show that

- ☐ Juan was poor, and his family was poor too
- ☐ Juan was poor, but his family had good fortune
- ☒ Juan was poor, but he was rich in other ways
- ☐ Juan was poor, and he enjoyed being outdoors

**Test 4—Question 3**  
**READING: Literary Response and Analysis**

**3** In which way are Juan's and Alberto's attitudes toward the apple tree DIFFERENT?

- ☐ Alberto wants to keep others from enjoying the apples; Juan wants to eat them.
- ☐ Alberto wants to trim the tree; Juan fears he will lose the extra shade in his yard.
- ☒ Alberto thinks that Juan uses apples from the tree; Juan enjoys its beauty and shade.
- ☐ Alberto thinks of the tree as a source of income; Juan views it as a symbol of friendship.

**Test 4—Question 4**  
**READING: Literary Response and Analysis**

- 4** Identify Alberto's MAIN problem in the story. Using TWO different details from the story, explain how the mayor's advice helped Alberto solve his problem.

Alberto's main problem: \_\_\_\_\_

How the mayor's advice helped Alberto:

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

**Exemplars:**

Alberto's main problem:

- Alberto did not want to share his apple tree with Juan.
- Alberto was afraid his neighbor Juan might be benefiting from the apple tree.
- other relevant text-based response

How the mayor's advice helped Alberto:

- The mayor pointed out that there are two sides to every story/argument.
- He helped Alberto see the situation from Juan's point of view.
- He helped Alberto find out what is in another man's (Juan's) heart.
- The mayor's advice resulted in Alberto talking to Juan and finally learning the truth.
- other relevant text-based response

**Rubric:**

- |                 |  |
|-----------------|--|
| <b>2 points</b> | version of one exemplar in the first part and two exemplars in the second part |
| <b>1 point</b>  | version of one exemplar in the first part OR two exemplars in the second part  |
| <b>0 points</b> | other  |

#### Test 4—Question 4 Score Point 2

The first part of the response is a version of the first exemplar for “Alberto’s main problem.” For the second part, “How the mayor’s advice helped Alberto,” the first response is a version of the fourth exemplar; the second response is a version of the fifth exemplar. The total response receives full credit for a Score Point 2.

#### SCORE POINT 2

- 4** Identify Alberto’s MAIN problem in the story. Using TWO different details from the story, explain how the mayor’s advice helped Alberto solve his problem.

Alberto’s main problem: He doesn’t want to share his apples with Juan

How the mayor’s advice helped Alberto:

- 1) It helped by making Alberto go to Juan’s house.

- 2) Also so Alberto can talk his troubles out.

#### Test 4—Question 4 Score Point 1

The first part of the response is a version of the second exemplar for “Alberto’s main problem.” For the second part, “How the mayor’s advice helped Alberto,” the first response is a version of the fourth exemplar; the second response is too general to receive credit. Therefore, the total response receives a Score Point 1.

#### SCORE POINT 1

- 4** Identify Alberto’s MAIN problem in the story. Using TWO different details from the story, explain how the mayor’s advice helped Alberto solve his problem.

Alberto’s main problem: Juan is using the apples from his tree.

How the mayor’s advice helped Alberto:

- 1) Alberto has to go and talk to Juan so he can get his side of the story.

- 2) The mayor helped Alberto by giving him advice

**SCORE POINT 0**

- 4** Identify Alberto's MAIN problem in the story. Using TWO different details from the story, explain how the mayor's advice helped Alberto solve his problem.

Alberto's main problem: A cake kepess poing up in his house

How the mayor's advice helped Alberto:

1) mayor gave Alberto some Apples from the tree.

2) Alper had his mom make a big mile for mayor.

**Test 4—Question 4  
Score Point 0**

Both parts of the response are outside the text of the passage and do not contain a version of any of the exemplars. Therefore, the total response receives a Score Point 0.

**NOTE:** The responses to Numbers 4, 5, 8, and 11 (the open-ended questions) do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

**Test 4—Question 5**  
**READING: Literary Response and Analysis**

**5** Read this sentence from the story.

**Alberto felt no taller than an ant.**

In the chart below, explain what the author means by feeling “no taller than an ant.” Give TWO different examples from the story to show what Alberto has done to cause this feeling.

What feeling “no taller than an ant” means	What caused this feeling

**Exemplars:**

**What feeling “no taller than an ant” means**

- Alberto was ashamed of his actions.
- Alberto was embarrassed by the way he treated Juan.
- Alberto felt small in spirit because he had been unfair/mean.
- other relevant text-based response

**What caused this feeling**

- built a fence to avoid sharing his tree
- rejected Juan’s thank-you note
- accused Juan of stealing his apples
- consulted with the mayor about the “problem”
- plotted how to win the argument against Juan
- Juan’s kindness and generosity
- other relevant text-based example

**Rubric:**

- 2 points** version of one “no taller than an ant” exemplar and versions of two supporting exemplars
- 1 point** version of one “no taller than an ant” exemplar and version of one supporting exemplar
- 0 points** other

### SCORE POINT 2

**5** Read this sentence from the story.

**Alberto felt no taller than an ant.**

In the chart below, explain what the author means by feeling “no taller than an ant.” Give TWO different examples from the story to show what Alberto has done to cause this feeling.

What feeling “no taller than an ant” means	What caused this feeling
It means he felt low or did something low.	He was greedy about his apple tree.
	He was mean to Juan.

### Test 4—Question 5 Score Point 2

The first part of the response is a version of the third exemplar for “What feeling ‘no taller than an ant’ means.” For the second part, “What caused this feeling,” the first response is a version of the first exemplar; the second response is a version of the second exemplar. The total response receives full credit for a Score Point 2.

### SCORE POINT 1

**5** Read this sentence from the story.

**Alberto felt no taller than an ant.**

In the chart below, explain what the author means by feeling “no taller than an ant.” Give TWO different examples from the story to show what Alberto has done to cause this feeling.

What feeling “no taller than an ant” means	What caused this feeling
Sorrience	Angry at himself
	Sorry

### Test 4—Question 5 Score Point 1

The first part of the response is a version of the first exemplar for “What feeling ‘no taller than an ant’ means.” For the second part, “What caused this feeling,” the first response is a version of the seventh exemplar; the second response is too vague to receive credit under any of the exemplars. Therefore, the total response receives a Score Point 1.

**Test 4—Question 5**  
**Score Point 0**

The first part of the response does not explain what feeling “no taller than an ant” means. In the second part, neither response shows what caused this feeling. Therefore, the total response receives a Score Point 0.

SCORE POINT 0	
<p><b>5</b> Read this sentence from the story.</p> <p><b>Alberto felt no taller than an ant.</b></p> <p>In the chart below, explain what the author means by feeling “no taller than an ant.” Give TWO different examples from the story to show what Alberto has done to cause this feeling.</p>	
<b>What feeling “no taller than an ant” means</b>	<b>What caused this feeling</b>
no taller than an ant means that he is smaller than a ant.	Alberto got mad so he put up a fence.
	And the tree was hanging into the nabor’s yard.



### Test 4—Question 6

READING: Word Recognition, Fluency, and Vocabulary Development

**6** Read this sentence from the story.

**His arguments dissolved like sugar in water.**

What does this sentence MOST LIKELY mean?

- ☐ His arguments were sweet.
- ☒ His arguments became unimportant.
- ☐ His arguments were convincing.
- ☐ His arguments became annoying.

### Test 4—Question 7

READING: Comprehension

**7** Read this sentence from the article.

**What would you do if your dentist blew a whistle at you?**

Why does the author start the article with a question to the reader?

- ☐ to invite the reader to think like the author
- ☒ to capture the interest of the reader
- ☐ to force the reader to write an answer to the author
- ☐ to cause the reader to answer the question

**Test 4—Question 8**  
READING: Comprehension

- 8** Using information from the article, complete the chart below. Provide ONE reason treating an animal's teeth is harder than treating a child's teeth and ONE reason it is easier.

Why is it harder to treat an animal's teeth?	Why is it easier to treat an animal's teeth?

**Exemplars:**

**Why it is harder to treat an animal's teeth**

- An animal cannot tell you what is wrong.
- Animals can stand more pain than humans can.
- You have to train an animal to open its mouth.
- other relevant text-based response

**Why it is easier to treat an animal's teeth**

- Cavities are not as common in animals as in children.
- An animal can be trained to open its mouth.
- He will respond to the sound of a whistle.
- Animals do not eat sugary foods.
- There are outward signs of a hurt tooth.
- other relevant text-based response

**Rubric:**

- 2 points** version of one exemplar in each part
- 1 point** version of one exemplar in one part only
- 0 points** other

### SCORE POINT 2

- 8** Using information from the article, complete the chart below. Provide ONE reason treating an animal's teeth is harder than treating a child's teeth and ONE reason it is easier.

Why is it harder to treat an animal's teeth?	Why is it easier to treat an animal's teeth?
You have to train them to open their mouth which is complicated.	because they dont get cavitys as commonly as kids

### Test 4—Question 8 Score Point 2

The first part of the response is a version of the third exemplar for "Why it is harder." The second part of the response is a version of the first exemplar for "Why it is easier." The total response receives full credit for a Score Point 2.

### SCORE POINT 1

- 8** Using information from the article, complete the chart below. Provide ONE reason treating an animal's teeth is harder than treating a child's teeth and ONE reason it is easier.

Why is it harder to treat an animal's teeth?	Why is it easier to treat an animal's teeth?
The animal could bite you.	The whistle helps.

### Test 4—Question 8 Score Point 1

The first part of the response is outside the text of the passage and does not contain a version of any of the exemplars for "Why it is harder." The second part of the response is a version of the third exemplar for "Why it is easier." Therefore, the total response receives a Score Point 1.

**Test 4—Question 8**  
**Score Point 0**

The first part of the response is outside the text of the passage and does not contain a version of any of the exemplars for “Why it is harder.” The second part of the response is not specific enough to demonstrate understanding of the task. Therefore, the total response receives a Score Point 0.

SCORE POINT 0	
<b>8</b> Using information from the article, complete the chart below. Provide ONE reason treating an animal’s teeth is harder than treating a child’s teeth and ONE reason it is easier.	
<b>Why is it harder to treat an animal’s teeth?</b>	<b>Why is it easier to treat an animal’s teeth?</b>
because they have bigger teeth	because they will hold still

**Test 4—Question 9**  
READING: Comprehension

**9** Read this paragraph from the article.

**But just like people, it's really better to avoid problems in the first place. Chewing hard things can help reduce the *tartar* (food leftovers and minerals hardened on the teeth) that can lead to tooth decay. Animals at the zoo also get monkey biscuits treated with a special tartar-fighting chemical.**

Which heading would BEST fit this paragraph?

- ☐ Cavities in Animals
- ☐ A Whistle and a Treat
- ☒ Prevention Is the Key
- ☐ It's Time for a Checkup

**Test 4—Question 10**  
READING: Comprehension

**10** Which statement leads the reader to believe that Dr. Proudfoot understands how to train animals?

- ☐ "Trouble can pop up when their adult teeth start coming in."
- ☐ "It's really better to avoid problems in the first place."
- ☐ "The animals have to come in for a cleaning, just like you."
- ☒ "The key is learning what motivates the animal."

**Test 4—Question 11**  
**READING: Comprehension**

**11** According to the article, what are TWO different ways to help avoid problems with an animal's teeth?

1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

**Exemplars:**

- The animals are given hard things to chew.
- The animals are given biscuits with chemicals that fight tartar.
- The animals get their teeth cleaned/brushed.
- Give the animal a checkup.
- Train the animal to open its mouth.
- other relevant text-based response

**Rubric:**

- |                 |                           |
|-----------------|---------------------------|
| <b>2 points</b> | versions of two exemplars |
| <b>1 point</b>  | version of one exemplar   |
| <b>0 points</b> | other                     |

### SCORE POINT 2

**11** According to the article, what are TWO different ways to help avoid problems with an animal's teeth?

1) Chewing hard things

2) Get their mouth checked

### Test 4—Question 11 Score Point 2

The first part of the response is a version of the first exemplar. The second part of the response is a version of the fourth exemplar. The total response receives full credit for a Score Point 2.

### SCORE POINT 1

**11** According to the article, what are TWO different ways to help avoid problems with an animal's teeth?

1) dont eat candy

2) Teach how to open mouth

### Test 4—Question 11 Score Point 1

The first part of the response is outside the text of the passage and is not a version of any of the exemplars. The second part of the response is a version of the fifth exemplar. Therefore, the total response receives a Score Point 1.

**Test 4—Question 11**  
**Score Point 0**

The first part of the response shows a lack of understanding of the task. The second part of the response is outside the text of the passage and is not a version of any of the exemplars. Therefore, the total response receives a Score Point 0.

**SCORE POINT 0**

**11** According to the article, what are TWO different ways to help avoid problems with an animal's teeth?

1) by not eating Food that has tartar in it

2) not eat left overs



### Test 4—Question 12

#### READING: Word Recognition, Fluency, and Vocabulary Development


**12** Read this statement from the article.

**“The key is learning what motivates the animal.”**

The word *motivates* comes from a Latin word that means “to move.”  
Which of these words is MOST closely related to the word *motivates*?

- ☒ encourages
- ☐ excites
- ☐ challenges
- ☐ controls

**Test 4—Question 13**  
**READING: Comprehension**  
**WRITING: Applications/English Language Conventions**

-  **13** Suppose you are selling a product that will help zookeepers take care of zoo animals' teeth. Using details from the article, write a persuasive essay in which you attempt to persuade a local zookeeper to buy your product for the animals. The product can be one you invent or one mentioned in the article. **In your persuasive essay, describe the product and be sure to use at least TWO different details from the article to support your response.**

You may use the space below to plan your writing. Using the Editing Checklist on page 52, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English. **Remember, your persuasive essay should be well organized and have an introduction, a body, and a conclusion.**

**NOTE:** Only your writing on the lined pages in this book will be scored.

**Pre-Writing/Planning**

**NOTE:** The page reference above for the Editing Checklist refers to its location in the actual test book.

## Extended Response Writing Applications Overview Grades 6–12

Score	Does the writing sample
<b>4</b>	<ul style="list-style-type: none"> <li>• fully accomplish the task?</li> <li>• include many relevant ideas?</li> <li>• organize ideas logically?</li> <li>• exhibit very good word usage?</li> <li>• demonstrate very good writing technique?</li> <li>• demonstrate effective adjustment of language and tone to task and reader?</li> </ul>
Score	Does the writing sample
<b>3</b>	<ul style="list-style-type: none"> <li>• accomplish the task?</li> <li>• include relevant ideas?</li> <li>• organize ideas logically?</li> <li>• exhibit good word usage?</li> <li>• demonstrate good writing technique?</li> <li>• demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>
Score	Does the writing sample
<b>2</b>	<ul style="list-style-type: none"> <li>• minimally accomplish the task?</li> <li>• include some relevant ideas?</li> <li>• exhibit an attempt to organize ideas logically?</li> <li>• exhibit ordinary word usage?</li> <li>• demonstrate adequate writing technique?</li> <li>• demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>
Score	Does the writing sample
<b>1</b>	<ul style="list-style-type: none"> <li>• only partially accomplish or fail to accomplish the task?</li> <li>• include few relevant ideas?</li> <li>• exhibit a minimal attempt to organize ideas logically?</li> <li>• exhibit minimal word usage?</li> <li>• demonstrate minimal or less than minimal writing technique?</li> <li>• demonstrate language and tone that may be inappropriate to task and reader?</li> </ul>

**NOTE:** This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Extended Response Writing Applications Rubric Grades 6–12

<b>SCORE POINT 4</b>	
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.	
<b>Ideas and Content</b>	
<p><b>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p><b>Does the writing sample include many relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• provide ample information and more than adequate supporting details that are developed?</li> <li>• explore many facets of the topic?</li> </ul>	
<b>Organization</b>	
<p><b>Are the ideas in the writing sample organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>	
<b>Style</b>	
<p><b>Does the writing sample exhibit very good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate very good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>	
<b>Voice</b>	
<p><b>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>	

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Extended Response Writing Applications Rubric Grades 6–12

### SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

#### Ideas and Content

**Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it**

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

**Does the writing sample include relevant ideas? Does it**

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

#### Organization

**Are the ideas in the writing sample organized logically? Does the writing**

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

#### Style

**Does the writing sample exhibit good word usage? Does it**

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

**Does the writing sample demonstrate good writing technique?**

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

**Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it**

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Extended Response Writing Applications Rubric Grades 6–12

<b>SCORE POINT 2</b>
<p>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p><b>Ideas and Content</b></p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting details?</li> <li>• explore some facets of the topic?</li> </ul>
<p><b>Organization</b></p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>
<p><b>Style</b></p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul>
<p><b>Voice</b></p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Extended Response Writing Applications Rubric Grades 6–12

### SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

#### Ideas and Content

**Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?**

- Writing may attempt a main idea, or the main idea may be difficult to discern.
- Does the writing sometimes lose focus or ineffectively establish focus?

**Does the writing sample include few relevant ideas?**

- Does the writing sample include little information and few or no details?
- Writing may explore only one or two facets of the topic.

#### Organization

**Is there a minimal attempt to logically organize ideas in the writing sample?**

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

#### Style

**Does the writing sample exhibit minimal word usage? Does it**

- contain limited vocabulary? (Words may be used incorrectly.)
- demonstrate minimal or less than minimal control of vocabulary?

**Does the writing sample demonstrate minimal or less than minimal writing technique?**

- Does the writing exhibit some or little fluency?
- Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
- Is it often repetitive, predictable, or dull?

#### Voice

**Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it**

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Language Conventions Rubric Grades 6–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
<b>4</b>	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> <li>• Do words have very few or no capitalization errors?</li> <li>• Do sentences have very few or no punctuation errors?</li> <li>• Do words have very few or no spelling errors?</li> <li>• Do sentences have very few or no grammar or word usage errors?</li> <li>• Writing has very few or no paragraphing errors.</li> <li>• Writing has very few or no run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit an adequate command of language skills?
<b>3</b>	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> <li>• Do words have occasional capitalization errors?</li> <li>• Do sentences have occasional punctuation errors?</li> <li>• Do words have occasional spelling errors?</li> <li>• Do sentences have occasional grammar or word usage errors?</li> <li>• Writing may have occasional paragraphing errors.</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit a minimal command of language skills?
<b>2</b>	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have frequent capitalization errors?</li> <li>• Do sentences have frequent punctuation errors?</li> <li>• Do words have frequent spelling errors?</li> <li>• Do sentences have frequent grammar or word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit a less than minimal command of language skills?
<b>1</b>	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have many capitalization errors?</li> <li>• Do sentences have many punctuation errors?</li> <li>• Do words have many spelling errors?</li> <li>• Do sentences have many grammar and word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>

**NOTE:** The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–8.



## Reading Comprehension Rubric

SCORED FOR READING	
Reading Comprehension Exemplars:	
<ul style="list-style-type: none"> <li>• any type of training tools (e.g., whistles, targets [such as lights or flags])</li> <li>• monkey biscuits</li> <li>• hard chew toys</li> <li>• tartar-fighting chemicals</li> <li>• other relevant text-based response</li> </ul>	
Reading Comprehension Rubric:	
Score	
<b>2</b>	response includes versions of two exemplars
Score	
<b>1</b>	response includes a version of one exemplar
Score	
<b>0</b>	other

## Extended Response Writing Applications

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., writes a persuasive essay that attempts to persuade zookeepers to buy some products for animals).
- provides more than adequate supporting details (e.g., *Click Targets are targets that help you get the animals [animals'] attention; It is very good for when a dentist shows up*).
- is well organized with an introduction that speaks directly to the intended audience (e.g., *Hey Zookeepers! You want your your animals [You want your animals] to get healthy*), a body of support, and a conclusion that again addresses the reader.
- demonstrates control of vocabulary that is appropriate to the topic (e.g., *Our best product ever! It gets rid of tartar in a flash*).
- is easy to read and uses a variety of sentence patterns, including complex sentences.
- demonstrates a strong sense of audience and adjusts language and tone in an attempt to persuade the reader (e.g., *You are probably wanting to know; If you are new at a zoo; If you want our products*).

## Extended Response Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a few capitalization errors (e.g., *Click Sound* [click sound], *Teeth products coroporation* [Teeth Products Corporation]).
- has a few punctuation errors (e.g., *If you are new at a zoo [,] tartar is; Well [,] get it today; If you want their attention [,] then; If you want our products [,] please*).
- contains two spelling errors, although they may be of the first-draft variety\* (e.g., *alls* [all], *contant* [contact]).
- has some grammar and word usage errors (e.g., *tartar is stuff that can get on their [the animals'] teeth if they ever eat leftovers [,] which then minerals [cause minerals to] harden to their teeth; whenever they open their mouth [mouths]*).
- uses paragraphs correctly.
- has a run-on sentence (e.g., *If you want their attention [,] then alls [all] you have to do is put a treat on the target [,] whenever [Whenever] they open their mouth [mouths,] you make a Click Sound [click sound]*) and a sentence fragment (e.g., *Our best product ever!*), which may be included for stylistic purposes.

\*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

### Persuasive Essay

Hey Zookeepers! You want your your animals to get healthy. Cha-Ching and their teeth are healthy.

Our first product is Tartar Away Floss. Our best product ever! It gets rid of tartar in a flash. You are probably wanting to know, what is tartar? If you are new at a zoo tartar is stuff that can get on their teeth if they ever eat food leftovers which then minerals harden to their teeth. Do you need this product? Well get it today!

We also have Click Targets. Click Targets are targets that help you get the animals attention. This product is very important. If you want their attention then alls you have to do is put a treat on the target whenever they open their mouth you make a Click Sound. It is very good for when a dentist shows up.

If you want our products please contant Teeth products coroporation. Thank you and please try to buy our products.

### Reading Comprehension

#### Score Point 2

The response (shown above) includes versions of two exemplars. The second paragraph contains a version of the fourth exemplar (e.g., *It gets rid of tartar in a flash*). The third paragraph contains a version of the first exemplar (e.g., *alls [all] you have to do is put a treat on the target [...] whenever [Whenever] they open their mouth [mouths,] you make a Click Sound [click sound]*). Therefore, this response receives a Score Point 2.

## Extended Response Writing Applications

### Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the task (i.e., attempts to persuade an unnamed audience to buy a product for animals).
- includes sufficient information to perform the task, although some ideas could be more detailed (e.g., *Cavities are very harmful to you and other thing [things] with teeth; Toothaches also cause other things to [too]*).
- generally progresses in a logical order with an introduction, a body of support, and a conclusion, but the conclusion could make a greater attempt to persuade.
- uses basic vocabulary that is appropriate to the task (e.g., *This product helps your animals from getting cavities, toothache [toothaches], and tooth decay*), although the writing tends toward repetition (e.g., *Rembere [Remember,] this prevents toothaches, tooth decay, and Cavities [cavities]*).
- is relatively easy to read, although errors in grammar and sentence structure are mildly distracting.
- demonstrates an appropriate sense of audience and attempts to adjust language and tone to the task of persuading an audience (e.g., *So help your animal today, [no comma] by buying this awsome [awesome] product from us*).

## Extended Response Language Conventions

### Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a capitalization error (e.g., *Cavities* [cavities]).
- has some errors in punctuation (e.g., *animals* [animals'] *teeth*; *Well [,] not any more*; *So help your animal today, [no comma] by buying this awsome [awesome] product from us*).
- contains a few spelling errors (e.g., *awsome* [awesome], *Rembere* [Remember]).
- has some grammar and word usage errors (e.g., *It makes your teeth go away and injure [injures] your gums; cause other things to [too]; Does your animal need help with their [its] teeth*).
- uses paragraphs correctly.
- has no run-on sentences and one sentence fragment (e.g., *Like a swollen face, poor appetite, drooling, and no energy*).

**NOTE:** In a Score Point 3 paper, the writer's meaning is not seriously obscured by language conventions errors.

### Persuasive Essay

Do you need help taking care of your animals teeth? Well not any more. This product helps your animals from getting cavities, toothache, and tooth decay.

Cavities do all kinds of things to your teeth and animals teeth. It makes your teeth go away and injure your gums. Cavities are very harmful to you and other thing with teeth.

Toothaches also cause other things to. Like a swollen face, poor appetite, drooling, and no energy. But they do more than that.

Tooth decay may cause very bad things to. To cause tooth decay you or an animal have leftover food stuck in your teeth. Chewing hard things may reduce tooth decay.

So help your animal today, by buying this awesome product from us. Rembere this prevents toothaches, tooth decay, and Cavities. Does your animal need help with their teeth?

### Reading Comprehension Score Point 2

The response (shown above) includes versions of two exemplars. The first paragraph contains a relevant text-based response that receives credit under the fifth exemplar (e.g., *This product helps your animals from getting cavities, toothache [toothaches], and tooth decay*). The fourth paragraph contains a version of the third exemplar (e.g., *Chewing hard things may reduce tooth decay*). Therefore, this response receives a Score Point 2.

## Extended Response Writing Applications

### Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., attempts to persuade someone to use a product to clean an animal's teeth but does not specifically identify the product or mention zookeepers).
- provides a supporting detail from the text, but the remaining ideas are undeveloped (e.g., *I use one and it works really good* [well]).
- attempts to organize with a weak introduction and very limited support, but the conclusion is missing.
- uses basic, common vocabulary (e.g., *it would Clean* [clean] *nicer* [better]; *I just told you what would make it easer* [easier]).
- attempts to use more than just simple sentences, but grammar and word usage errors interrupt the flow.
- has a limited sense of audience and lacks an original perspective.

## Extended Response Language Conventions

### Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a capitalization error (e.g., *Clean* [clean]).
- has some spelling errors (e.g., *som e thing* [something], *wod* [would], *easwer* [easier]).
- has a punctuation error (e.g., *animals* [animal's]).
- has a number of grammar and word usage errors (e.g., *that wod makes it easwer* [would make it easier]; *I would use and operated* [operate] *one so it would Clean* [clean] *nicer* [better]; *works really good* [well]).
- attempts to use paragraphs.
- has no run-on sentences or sentence fragments.

**NOTE:** The Score Point 2 paper communicates some ideas. However, frequent errors may impair the flow of communication.

### Persuasive Essay

I am going to tell you about som e thing that wod makes it easwer to clean a  
animals teeth.

I would use and operated one so it would Clean nicer. I use one and it works  
really good.

I just told you what would make it easer.

## Reading Comprehension

### Score Point 1

The response (shown above) includes a version of one exemplar only. The first paragraph contains a relevant text-based response that receives credit under the fifth exemplar (e.g., *makes it easwer to clean a animals teeth* [make it easier to clean an animal's teeth]). Therefore, this response receives a Score Point 1.

## Extended Response Writing Applications

### Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., attempts to promote a product but does not direct the essay to a zookeeper or give specific details from the text).
- includes one general idea, but the lack of supporting information demonstrates minimal engagement with the task.
- makes a minimal attempt at an introduction and body but lacks a conclusion.
- uses a limited vocabulary (e.g., *you* [You] *put it on and it is gone*).
- demonstrates some fluency.
- makes a limited attempt to persuade an audience (e.g., *a prouduct* [product] *that will help your animales* [animal's] *teeth*).

## Extended Response Language Conventions

### Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors, except in the case of the run-on sentence cited below.
- has a punctuation error (e.g., *animales* [animal's]) that is not associated with the run-on sentence cited below.
- has some spelling errors (e.g., *prouduct* [product], *secriet* [secret], *ingredent* [ingredient]).
- has no grammar or word usage errors.
- attempts to paragraph.
- consists of one run-on sentence (e.g., *Hi I am selling a prouduct that will help your animales teeth it is my secriet ingredent it is called the "MAGIC WORKS" you put it on and it is gone* [Hi. I am selling a product that will help your animal's teeth. It is my secret ingredient. It is called the "MAGIC WORKS." You put it on and it is gone.]).

### Persuasive Essay

Hi I am selling a prouduct that will help your animales teeth it is my secriet  
ingredent it is called the "MAGIC WORKS" you put it on and it is gone

## Reading Comprehension

### Score Point 0

The response (shown above) mentions a product but does not provide any supporting details from the passage. The response contains no versions of any of the exemplars. Therefore, this response receives a Score Point 0.

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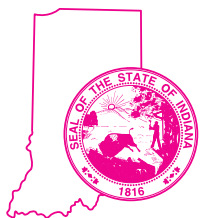
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# Grade 6

## English/Language Arts

# Fall 2007

## Teacher's Scoring Guide



Indiana Department of Education